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AUTHOR	Bock, Natalie
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ABSTRACT

A world studies elective course for grades 10-12 analyzes the political, economic, social, philosophical, scientific, technological, and psychological issues in order to provide a framework for arriving at meaningful predictions about twenty-first century life. Course goals indicate that students will explore some of the possibilities for man in Century 21, examine some of the difficulties involved in achieving effective communication, examine the intellectual and emotional problems to be encountered by subcultures in America and by underdeveloped countries, analyze some of the problems of living in a cybernetic world, explore the physical and psychological implications of man's ability to create and control life, make inferences about the future of space and ocean exploration, predict some alternative futures for the family in Century 21, and critically discuss the concept of world government. The arrangement of the elective course is similar to other series of quinmester courses described in related documents. (Author/KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

GLOBAL VILLAGE IN CENTURY 21
#6414.26
Social Studies

SP 007 785

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

ED 091281

SOCIAL STUDIES

THE GLOBAL VILLAGE IN CENTURY 21

6414.26

by

NATALIE BOCK

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

PREFACE

> In the three short decades between now and the twenty-first century, millions of ordinary, psychologically normal people will face an abrupt collision with the future. Citizens of the world's richest and most technologically advanced nations, will find it increasingly painful to keep up with the incessant demand for change that characterizes our time. For them the future will have arrived too soon.
>
> Alvin Toffler
> Future Shock

It seems appropriate that an introduction to the Global Village of Century 21 contain a preview of the mind boggling prospects anticipated by futurists. Yet no study of the future can ignore the present; thus, intermingled with speculations about the future, students will need to be conscious of contemporary problems that demand attention. Furthermore, many of the golden promises contain within themselves the seeds of new confusions, of new fears, and these must be considered as well. For example, biologists know that it is possible to virtually manufacture life to specification; that geneticists can manipulate the species almost at will; that countless copies of an individual can be made; that medical science promises life spans of two hundred years and more; that replacement parts can guarantee a kind of immortality. (see Goal 5)

The questions raised by such scientific prowess are of the type that have concerned the world's greatest philosophers since the earliest days of man's existence as Homo Sapien: What is man? Why is he here? Dare man play God? What are the consequences if he does? What is a "good" life? A "good" change? What price progress? Who decides? What standards shall we apply?

Questions like these are made even more complicated by the realization that changes occurring in one aspect of life will necessarily alter other aspects of life; all attempts to pursue answers, to make reasonable predictions, must be understood in this context.

The central focus of this quin is on the fantastic promise and the extraordinary problems of the Global Village in Century 21. In order for students to arrive at meaningful predictions about the future, however, it will be necessary to consider many contemporary issues so that a solid springboard can be developed from which imaginative projections may be made. Because of the wide range of subject matter appropriate to such a course, it is suggested that the nine weeks be divided into three equal segments, with the first period devoted to the introduction of the broad spectrum of problems and possibilities involved, emphasizing the need to think objectively and boldly, to live flexibly and dynamically despite rapid--and often shocking--changes.

Among the areas to be considered are the political, economic, social, philosophical, scientific, technological, and psychological. By the end of the first three weeks each student should have identified an area of particular interest to himself so that he can spend the following weeks pursuing that interest in depth and preparing a research paper to be presented orally to the rest of the class during the final three weeks of the term. The thrust of the paper should be towards finding viable solutions to the problem studied.

Note: Please consult outline for detailed activities, resources, etc. for information on areas not covered in Goal 1.

COURSE DESCRIPTION: ANALYZES POLITICAL, ECONOMIC, SOCIAL, PHILOSOPHICAL, SCIENTIFIC, TECHNOLOGICAL, AND PSYCHOLOGICAL ISSUES. THE GOAL IS TO PROVIDE STUDENTS WITH A FRAMEWORK TO ARRIVE AT MEANINGFUL PREDICTIONS ABOUT TWENTY-FIRST CENTURY LIFE.

CLUSTER: WORLD STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATION OF SUCCESS: A MATURE STUDENT WITH A BROAD SOCIAL STUDIES BACKGROUND

COURSE RATIONALE: There are no comfortable precedents to rely on in preparing young men and women for life as they will live it in the Global Village of Century 21. As educators, however, this is precisely the sort of preparation with which we must be most concerned. In a world full of proudly disparate sovereign nations rudely re-cast by science and technology into a hodge-podge village, myriad problems and possibilities present themselves. Clearly our super-technology has created an atmosphere where change itself has become the only dependable "absolute." Exploring the future requires that we cross and re-cross, combine, extract, and re-define "disciplines." Valid conjectures may come from science-fiction as well as from scholarly hournals, and while judicious care should be taken to be "realistic," Thinking in terms of "impossibles" and "unchangeable human nature" have no place in tomorrow's world.

COURSE GOALS:

1. THE STUDENTS WILL EXPLORE SOME OF THE POSSIBILITIES FOR MAN IN CENTURY 21.

2. THE STUDENTS WILL EXAMINE SOME OF THE DIFFICULTIES INVOLVED IN ACHIEVING EFFECTIVE COMMUNICATION.

3. THE STUDENTS WILL EXAMINE THE INTELLECTUAL AND EMOTIONAL PROBLEMS TO BE ENCOUNTERED BY SUB-CULTURES IN AMERICA AND BY UNDERDEVELOPED COUNTRIES AS THEY ATTEMPT TO CATCH UP WITH TECHNOLOGICALLY SOPHISTICATED SOCIETIES.

4. THE STUDENTS WILL ANALYZE SOME OF THE PROBLEMS OF LIVING IN A CYBERNETIC WORLD.

5. THE STUDENTS WILL EXPLORE THE PHYSICAL AND PSYCHOLOGICAL IMPLICATIONS OF MAN'S ABILITY TO CREATE AND CONTROL LIFE THROUGH GENERALIZING FROM DATA GIVEN.

6. THE STUDENTS WILL MAKE INFERENCES ABOUT THE FUTURE OF SPACE AND OCEAN EXPLORATION FROM DATA GATHERED IN THE STUDY OF CURRENT ACTIVITIES.

7. THE STUDENTS WILL PREDICT SOME ALTERNATIVE FUTURES FOR THE FAMILY IN CENTURY 21.

8. THE STUDENTS WILL, HAVING BEEN APPRISED OF THE PROBLEMS INVOLVED IN THE DEVELOPMENT OF AN INTERNATIONALLY ORIENTED GOVERNING BODY, CRITICALLY DISCUSS THE CONCEPT OF WORLD GOVERNMENT.

COURSE OUTLINE:

I. Possibilities in Century 21

A. Problem of Change

1. Rapidity
2. Adjustments
3. Anticipation

B. Future Possibilities

1. Science
2. Technology
3. Social
4. Political

II. Effective Communication

A. Linguistic Problems

1. Nature of language
2. Perceptions
3. Qualities of good communication

B. Foreign Language Problems

1. Translation
2. Cultural differences

C. Non-verbal Communication

1. Unconscious behavior
2. Mis-understood behavior

D. Ways to Better Communication

1. Consciousness
2. Sensitivity
3. Withholding judgments

III. Culture Shocks for Americans and Underdeveloped Nations

A. American Sub-cultures

1. Toll on poverty-stricken people
2. Entering the main-stream
3. Future of the poor

B. Underdeveloped Nation

1. Toll on underdeveloped nations
2. Attitudes towards technology
3. Attitudes towards powerful nations
4. Cultural patterns
5. UN efforts
6. Future estimates

IV. Cybernetics

A. Automation - Current

1. Work and leisure
2. Unemployment problems
3. Knowledge explosion
4. Disappearing careers

B. Automation - Future

1. Psychological adjustment
2. Living with cybernetics
3. New values for old

V. Biological Potential

A. Genetics

(cont.)

COURSE OUTLINE: (cont.)

1. Creation of life
2. Controlling life
3. Philosophical issues

B. Bio-medicine

1. Life span increased
2. Longevity - problems
3. Implications

C. Human Behavior

1. Mind Expension
2. Behavior control
3. Re-examining values

VI. Space and Ocean Science

A. Ownership of Space and Ocean

1. Ethical and Legal Implications
2. Ownership in C. 21

B. Exploration and Exploitation

1. Space and Ocean
2. Space
3. Ocean

VII. Human Behavior

A. Family

1. Puritan Background
2. Other Cultures
3. Current Trends

B. Communal Living

C. Roles of Modern Women

D. The Child and Education

VIII. World Government

A. Failure of coexistence

1. Nature of War Today
2. Peril of WW III

B. Barriers against World Government

1. Imperialism/colonialism
2. Historical enmities
3. Absolute national sovereignty

C. International Efforts

1. League of Nations
2. United Nations
3. Other organizations

D. Possible Forms of World Government

1. Representative
2. Major power control
3. UN type structure with continuing sovereignty
4. Other combinations

GOAL 1: THE STUDENTS WILL EXPLORE SOME OF THE POSSIBILITIES FOR MAN IN CENTURY 21.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE ABILITY TO ANTICIPATE AND TO ADJUST TO RAPID CHANGE WILL BE A SIGNIFICANT FACTOR IN THE INDIVIDUAL'S WELL-BEING IN THE GLOBAL VILLAGE OF CENTURY 21.	The student will explore some of the possibilities for man in Century 21.	1. Introduce the concept of the global village so that students develop an idea of what this means in terms of international cooperation. Read passages from The Medium is the Massage (McLuhan) which emphasize the impact of the electronic media in re-fashioning our world. Ask students what kinds of political and psychological adjustments they feel will be necessary and how they believe such adjustments can be made. Terms to be defined might include: culture, media, co-existence, empathy, and other, similar terms, with which they may have difficulty. 2. Discuss some of the possibilities held out to us for the future: a. Science: 1) genetics development of life to specification elimination of hereditary defects manufacture of endless numbers of identical beings 2) medicine extended life spans replacement parts eventual "immortality" test-tube babies, frozen embryos 3) space discovery of new universes, new life global teaching satellites climate and weather control additional living space 4) ocean new food sources desalinization of water ocean cities for work and play communication with forms of ocean life

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	(cont.)	b. Technology: 1) cybernetics work-less world new definitions of leisure production and distribution by computer 2) transportation: super-super jets automated cars, automated highways moving sidewalks 3) population and food: more sophisticated birth control methods and education aquaculture (farming of the ocean) synthetic foods re-processed foods as used by astronauts 4) cities megalopolis/ecumenopolis non-cities (no longer needed because of instantaneous communication) c. Social, political: 1) social: more orientation to psychological realms of understanding; new levels of communication increased cooperation development of eclectic philosophies diversified marital patterns new methods of child care 2) political search for new methods of cooperative existence attempts at establishing world government. 3. Read some sections from various books (see list below) that will help students gain the panoramic perspective required of futurists. Encourage discussion on such questions as:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	(cont.)	What will these changes mean in terms of the individual? How will they affect his relationship to the group? Is it possible to exercise controls over coming changes --or must we regard them as inevitable? What criteria can we set up for making judgments? 4. Show some films that can give students a clearer idea of the problems and possibilities of both the present and the future. For example: The Futurists (McGraw-Hill) The City and the Future (county film) Megalopolis: Cradle of the Future (county film) Our Shrinking World (county film) Or show overhead transparencies such as: Basic Economics: Set 4: The Changing World (Demco) which studies economic conditions in the U.S. and emphasizes the economic interdependence of world peoples. The Center for Cassette Studies offers World of Tomorrow: 2000 A.D. which discusses, among other things, main sources of energy, use of leisure, ocean enterprises, and government in 2000 A.D. 5. Set up a panel discussion in which students consider the feasibility of preparing reasonable parameters for the development of further scientific and technological innovations., i.e., how far can we afford to allow their continued expansion--and what can we do to exercise controls over the direction they take.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	(cont.)	6. Have students construct (verbally or graphically) a model city in which present urban problems have been eliminated. Include in it not only the usual buildings and dwelling places, but entertainment centers, parks and playgrounds, educational institutions, transportation arteries, etc. 7. Write advertising slogans for some highly imaginative entertainment center of the future. Or write a television commercial for Century 21. What kinds of amusement will twenty-first century be attracted to? What will amuse him? Please him? Shock him? Move him? 8. Write an essay in which you propose some one invention or innovation that would provide mankind with the tools and/or the attitudes that would enable him to live the good life in this best of all possible worlds. **Research Topics/Titles ... some suggestions:** Transportation in Century 21 Synthetic Foods for the Future Model Cities in the Twenty-First Century Self-Contained Communities Are (Are Not) the Answer Controlling the Weather The Solution to Pollution Imaginative Entertainment

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Resources: The Medium is the Massage (McLuhan) Mankind 2000. Jungk, Galtung, eds. (includes articles on communication, education, medicine, of the future). Here Comes Tomorrow: Living and Working in the Year 2000. Wall Street Journal Staff. (considers future of population, food, computers, energy, air travel, etc.) The 21st Century: The New Age of Exploration. Warshotsky. (discusses new developments in computers, atomic power, lasers, space exploration and oceanology). Expanded Cinema. Youngsblood. (Computer movies, synaesthetic cinema, and other entertainment innovations). "People Versus Food". Brookes. Saturday Review. "The UN and the Power of Food". Tobin. Saturday Review. Transportation of Tomorrow. Ross. (describes electric cars, moving sidewalks, automated highways, etc.) Transportation in the World of the Future. Hellman. "New Communities". Lieberman. Saturday Review. (a series of articles on experiments creating self-contained environments).

GOAL 2: THE STUDENTS WILL EXAMINE SOME OF THE DIFFICULTIES INVOLVES IN ACHIEVING EFFECTIVE COMMUNICATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. SENSITIVITY TO COMMUNICATIONS PROBLEMS IS VITAL FOR PEACEFUL LIVING IN THE GLOBAL VILLAGE OF CENTURY 21.	The student will examine some of the difficulties involved in achieving effective communication	1. Discuss the fact that the concept of the global village implies a reasonable degree of consensus among the inhabitants, i.e., that we shall live together in peace and harmony despite widely differing cultural patterns. It implies further that conscious efforts must be made to emphasize man's common humanity while de-emphasizing divisive superficial differences. Ask students to consider some of the difficulties inherent in language itself: 1. its imprecise nature 2. tendency to confuse the symbol (word) with the thing 3. individual perceptions 4. notion that words are insignificant when compared with actions 5. illusion of "fixing" a thing in time and place by labeling it Discuss some of the difficulties that occur when more than one language is involved. For example: 1. lack of word-for-word equivalents 2. deceptive cognates 3. individual perceptions along with different cultural perceptions. See: The Story of Language (Pei), Chapter One: Nonlinguistic Systems of Communication and Chapters Three to Six: (concerned with the possibilities of evolving an international language.) See also Teaching as a Subversive Activity (Postman and Weingartner) Chapter VI: Meaning Making, and Chapter VII: Languaging.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. (cont.)	(cont.)	2. Ask students to consider some non-verbal forms of communication. What kinds of facial and bodily expressions are we conscious of? Unconscious of? What happens when our behavior is inappropriate to the occasion? Students may recall instances of extreme embarressment and misunderstanding on a personal level: what happens when this occurs on an international level? 3. Two volunteer students might attempt a pantomime as representatives of different cultures trying to communicate without a common language. Examples: American Indian and early white settler; Peace Corps representative in a strange African village; a Martian trying to understand an Earthling. 4. View the film A Chairy Tale (10 minutes) and invite students to comment on the dialogue between the man and the chair. (Ravi Shankar's music complements the action). 5. Write an essay in which you evaluate something or someone in very harsh terms letting all your prejudices "hang out." Then re-write the evaluation without using a single perjorative term, attempting the fairest, most objective paper possible. Volunteers may read their essays aloud discussing what they learned about communication as a result of choosing different words to suit different purposes. 6. Read some articles from two magazines that have very different points of view, e.g., The New Republic and The National Review. Try to find articles on the same subject and compare their ideas. How have their perceptions slanted their ability to make objective judgments? Is it possible to make "objective" judgments? Is objectivity an illusion? If so, how can we ever know what to believe--or whom?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. (cont.)	(cont.)	7. Considering the difficulties involved in achieving effective communication, predict the possibilities of a peaceful, cooperative global village in Century 21. a. What are the difficulties? b. What can be done to overcome them? c. What are the consequences of failure to overcome them? d. Is a universal language the answer? Resources: (Films) A Chairy Tale (McGraw-Hill) Exchange of Words (CCM) The Task of the Listener (Indiana University) What Holds People Together? (Indiana University) Where Are We Going? (Indiana University) Why Do People Misunderstand Each Other? (Indiana University) Research Topics/Titles ... some suggestions: The Impact of the Electronic Media Television: The Tool for Bridging Cultural Gaps Non-verbal Forms of Communication Effective Listening The Case For (or Against) an International Language Making Objective Judgments Bridging the Communications Gap Between (choose any of the following or make up others: Parent and Child; Whites and Blacks; Haves and Have-nots; America and Russia; Student and Teacher ...)

GOAL 3: THE STUDENTS WILL EXAMINE THE INTELLECTUAL AND EMOTIONAL PROBLEMS TO BE ENCOUNTERED BY SUB-CULTURES IN AMERICA AND BY UNDERDEVELOPED COUNTRIES AS THEY ATTEMPT TO CATCH UP WITH TECHNOLOGICALLY SOPHISTICATED SOCIETIES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. CULTURAL SHOCKS ARE A THREAT FOR AMERICANS AS WELL AS FOR UNDER-DEVELOPED NATIONS AS THE ELECTRONIC MEDIA AND TECHNOLOGICAL INNOVATIONS CAREEN US INTO CENTURY 21.	The student will examine the intellectual and emotional problems to be encountered by sub-cultures in America and by underdeveloped countries as they attempt to catch up with technologically sophisticated societies.	1. Discuss the impact of the electronic media as catalytic agent in the rising expectations of peoples all over the world--including the "have-nots" right here in America. Introduce words like "culture shock" and "future shock" so that students may understand the psychological implications of making rude transitions from one life style to another. Margaret Mead warns that partial shifts are often more destructive than total ones, i.e., introducing modern technology without giving attention to the disruptions this causes in cultural patterns. Films such as the following might help illustrate this problem: Appalachia: Rich Land, Poor People (University of Kansas) Black Rabbits and White Rabbits: An Allegory (filmstrip cartoon) The Last Menominee (documentary about Menominee Indians of Wisconsin) Economic Commission for Asia and the Far East (filmstrip showing how the UN promotes economic development) Economic Development in Africa (filmstrip showing how old and new countries can work together for future needs) 2. Among the problems to be considered are: a. American sub-cultures What is the physical toll on the poverty-stricken? What is the mental and emotional toll? Is the psychological damage to the poverty-stricken alone--or does the rest of society pay as well? How might these sub-cultures be brought into the mainstream of American life? How do you visualize the future status of the poor?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. (cont.)	(cont.)	b. Underdeveloped nations What is the physical and mental toll on the majority of the peoples in underdeveloped nations? What are their attitudes towards powerful nations? How do they feel about technological innovations in their society? What are the patterns of culture that are most resistant to change? What are some of the current efforts being made to introduce technology to these people? What kinds of predictions can be made about these nations in thirty years from now? 3. Read Cultural Exchange, Exercise 4, Document 3 and explore the Hopi Indian reactions to American culture. Study the questions asked at the beginning of the selection and discuss in class. (Consider other sections of this fine text as well.) 4. Watch a television program that purports to deal with family life, e.g., Family Affair, The Doris Day Show, All in the Family. How accurately do they reflect actual American life? What kinds of things do they include? Exclude? What kind of images are projected of men? women? children? 5. Watch a "black" program like Black Journal. How does this program differ from most others? What cultural values are revealed? Will there be a Black Journal in Century 21? Why -- or why not? 6. Read selections from From Tribe to Town: Problems of Adjustment (Through African Eyes series No. 11). Discuss the psychological impact of making the transition from life in the tribal village to life in crowded urban areas. Compare the reactions of the Africans to those of immigrants in America as well as to migrant

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. (cont.)	(cont.)	migrant workers, agricultural workers, etc., who move to the cities when the land will no longer support them. 7. Invite a Vista volunteer or a Peace Corps representative to speak to the class so that students can ask questions about their experiences. How do the recipients of their aid feel towards them? What have they found to be the greatest problems? The least? How have their experiences changed their original perceptions? Would they do it over again? Why? Why not? 8. Predict the extent to which satisfactory systems will have evolved by the year 2000., i.e., that the many different cultures of this world will have learned to emphasize their likenesses rather than their differences. Resources: Cultural Patterns and Technical Change, ed. (Mead) The Other America: Poverty in the United States. (Harrington) Hunger, U.S.A. (Citizen's Inquiry into Hunger and and Malnutrition in the United States.) Student Resources: Cultural Exchange From Tribe to Town: Problems of Adjustment, Unit II (Through African Eyes series) Life in Communist China) Cultural Patterns in Asian Life) Asian Studies Inquiry Man and Woman in Asia) Program

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Research Topics/Titles ... some suggestions: Culture Shock: From Rural to Urban Living Growing Up in (any of the following--or other areas as desired: Harlem, Indian Reservation, Appalachia, Kenya, China, New Guinea, etc.) Oriental/Occidental Philosophies: Some Common Grounds Technological Change: The Price We Pay Super Highways for Broken Bicycles (See: The Ugly American) Disturbing Cultural Patterns: Moral and Ethical Implications The Media and Rising Expectations An Eclectic Philosophy for Century 21 UNESCO: How Effective Has It Been?

GOAL 4: THE STUDENTS WILL ANALYZE SOME OF THE PROBLEMS OF LIVING IN A CYBERNETIC WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. SUCCESSFUL ADAPTATION TO A FULLY AUTOMATED SOCIETY REQUIRES CONSCIOUSNESS OF THE EMOTIONAL AND INTELLECTUAL PROBLEMS TO BE SOLVED.	The student will analyze some of the problems of living in a cybernetic world.	1. Prepare a lecture on the long history of man and work--on the relationship of growing technology to the changing patterns of man and the need to work as he has in the past if he was to supply himself with even the bare essentials of living. As we move into a more automated society the individual will find his work patterns seriously disturbed and his emotional adjustments to those disturbances difficult. The fully automated society (cybernetic) will, proportionately, make adjustments even more traumatic. Questions about the current level of automation might include: What changes have been experienced as a result of automation? What are some of the advantages of automation? Disadvantages Are there differences between the ways in which different workers are affected? How? Which ones? Are there any "secure" careers to aim for? How will welfare cases be affected? Is there anything that can be done to help those who are unemployed as a result of automation? Is training the answer? What kind? Questions about the cybernetic society might include: What kinds of adjustments would it be necessary to make to live comfortably in a cybernetic society? What would daily life be like in such a world? How would man occupy his time? Will it help for man to develop new value systems based on abundance and leisure? What kinds of values would he need? 2. View a film like Automania 2000 and have students write their own version of an automated world. Consider: How much does one's own viewpoint have to do with the way one sees automation?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. (cont.)	(cont.)	3. Discuss the fact that computers are becoming super-sophisticated and can, even now, "build other computers, repair or update defective computers ... plan marketing operations and handle distribution ..." (Education and Ecstasy, Leonard) What are the implications of such computers in human terms? If machines can do all of these things, what is man to do? 4. Listen to some records produced by the Moog Sensitizer and predict the future of the creative individual in composing music in Century 21. (Example: Switched on Bach) 5. Visit a university or corporation that has a computer and find out what it can do. What are its limits? What might we expect from it in the future? Would it be a good idea for high school students to prepare for a career in programming or some other aspect of computer "life"? 6. Write an updated fairy tale set in the cybernetic society of the twenty-first century. Based on any of the familiar ones like Sleeping Beauty, The Boy Who Cried Wolf, Goldilocks, etc. 7. Set up a debate on man's individuality in an automated society. One side might use the familiar thrust that man will be nothing more than a number, while the other side visualizes him as becoming more free than ever since he is no longer burdened by work. Resources: (Books) Future Shock, (Toffler) (See especially Chapter Five: The Limits of Adaptability) Technological Man: The Myth and the Reality, (Ferkiss) Man and the Computer: Technology as an Agent of Social Change (Praeger)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Cybernation: The Silent Conquest, (Michael) (Films) Automania 2000 Automation: Promise or Threat (filmstrip) Machine: Master or Slave "Thinking" Machines Research Topics/Titles ... some suggestions: A World Without Work Psychology of Adjusting to an Automated Society Unemployment Problems and Automation Computers Will (or Will Not) Take Over A Program for Meaningful Use of Leisure Time

GOAL 5: THE STUDENTS WILL EXPLORE THE PHYSICAL AND PSYCHOLOGICAL IMPLICATIONS OF MAN'S ABILITY TO CREATE AND CONTROL LIFE THROUGH GENERALIZING FROM DATA GIVEN.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. THE CONSEQUENCES OF GENETIC AND MEDICAL MANIPULATION MAKE IT IMPERATIVE THAT CITIZENS BE KEPT INFORMED OF BOTH CURRENT AND FUTURE EXPERIMENTATION.	The student will explore the physical and psychological implications of man's ability to create and control life through generalizing from data given.	1. Discuss some of the current experiments being conducted in the sciences as well as speculation about future possibilities, considering the ethical, moral, and legal questions they raise. It is important that students realize the general philosophy of scientists in their pursuit of answers, and the cultural lag demonstrated by society in the past. Among the areas to be discussed are: a. genetics What are the philosophical implications of creating life to order? Who is to make the decisions? What kinds of people shall be fashioned? Do we want "perfect" people? Perfect intellectually? Physically? Who's "perfect"? b. bio-medicine What are some of the problems of living to two hundred and even three hundred years of age? If replacement parts change the species as we know it, what will our feelings be about recipients? About donors? Who is to decide on lives to be prolonged? What will be their criteria? What happens to our philosophy about euthanasia? Machines that keep people alive indefinitely? c. human behavior modification If new knowledge about the brain makes it possible to control "pleasure centers" what kinds of questions may be raised? What is wrong with mind expansion techniques anyway? What is right with them? What current values will have to be examined before we can accept or reject behavior modification techniques? 2. Invite a biology teacher to speak to the class about the latest experiments (and projections) in genetics as well as in other related fields. Students should ask for clarification on any technical terms or concepts necessary

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. (cont.)	(cont.)	for full comprehension. For example, the teacher might help students understand the way the DNA molecule functions, or the way transplants are conducted. 3. Invite an attorney to discuss the legal aspects involved in transplants, in keeping people alive through complicated apparatus, in freezing the almost-dead until cures can be found for their illness. What are the legal rights of test-tube babies? Of creatures part man/part fish that have been created to dwell in ocean cities? Of parents who have purchased a frozen embryo and found it defective? 4. Debate: Mind control. One side defends the use of drugs to give man an euphoric existence while the other side attacks such an existence as unnatural. 5. Write a ballad, a poem, a love letter, etc. from one cyborg (part man/part machine) to another. What are the emotions expressed? What physical features are to be extolled? Mental? 6. Read Brave New World (Huxley) and have a panel discussion of the predictions made by the author. What points made in this book help to clarify present dilemmas? How accurate was Huxley in his estimates? In what ways do you agree with him? Disagree? How much has the passage of time since this book's publication changed the technological scene? Resources: (Books, magazines) Future Shock, (Toffler) See Chapter 9: The Scientific Trajectory The Second Genesis: The Coming Control of Life, (Rosenfeld)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

The Control of Life: The 21st Century, (Warshofsky)
Morals and Medicine, (Fletcher)
Time - April 19, 1971 issue contains a series of articles on "The Promise and Peril of the New Genetics"
"The Obsolescent Mother" Atlantic Monthly
"Brain Power: The Case for Bio-Feedback Training," Saturday Review.
"The Test-Tube Baby is Coming," Look.

(Films)

DNA: Molecule of Heredity
Genetics: Improving Plants and Animals
The Treasure of Human Genes

Research Topics/Titles ... some suggestions:

Man-made Mutants
The Artificial Creation of Life: A Defense (or Attack)
Are Parents Obsolete?
Test-tube Babies: Ethical and Legal Implications
Clonging: For Good, For Evil
Cyborg 2001
Deepfreezing the Dead
Mind Control: Modern Methods
Decision Making in Eugenics
Superman is Here: Do We Want Him?
Transplants and Immortality

GOAL 6: THE STUDENTS WILL MAKE INFERENCES ABOUT THE FUTURE OF SPACE AND OCEAN EXPLORATION FROM DATA GATHERED IN THE STUDY OF CURRENT ACTIVITIES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. INHABITANTS OF THE GLOBAL VILLAGE SHOULD BE AWARE OF THE REASONS FOR, AND THE EXPECTATIONS OF, VIGOROUSLY PURSUED SPACE AND OCEAN EXPLORATION.	The student will make inferences of the future of space and ocean exploration from data gathered in the study of current activities.	1. Space and ocean exploration and exploitation have much in common. Discuss the political and military advantages of both as bases of operation. Both areas are being considered also as living space and elaborate plans are underway to design and create complete cities at strategic points under the ocean and in space itself. Among individual projects for the ocean students might like to discuss: aquaculture and what its development could mean in terms of feeding mankind natural resources of the ocean such as cobalt, coal copper, nickel, diamonds and gas possibilities of communicating with the dolphin and with other sea creatures Space exploration projections include: use of planets and satellites as bases for further space travel, perhaps even to other galaxies possibility of finding other forms of life communications satellites for educating the inhabitants of the global village 2. Field trip: Visit the Seaquarium and ask about various kinds of experiments being done to enhance their knowledge of sea life. Personnel should be able to tell students about resources, fish and plant life, as well as work being done with dolphins in training them to communicate with man. 3. Field trip: Visit the Planetarium, checking in advance to find out what programs are projected so that you might tie-in a previous class discussion with the one the Planetarium is presenting. It would be particularly helpful if they have a program on space exploration. 4. Read current newspaper and magazine articles regarding plans for continued space exploration. What projections are being made for the future? What kinds of discoveries

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. (cont.)	(cont.)	are being sought? What are the risks involved? Do the writers of these articles offer reasons for being willing to take those risks? How large a role does our competition with Russia play in our continuing space efforts? Discuss. 5. Write to: War Control Planners, Inc., Box 35, Chappaqua, New York 10514 and ask for literature about this organization which seeks to create global safety precautions through the maintenance of surveillance satellites that could instantly report military activity anywhere on earth. Students might be interested in debating this concept as well as whether it could be effective. 6. Discuss the probability of finding extraterrestial life in space. What are the necessities for the existence of life in terms of heat, cold, radiation, chemical elements, etc.? Students who are science-fiction buffs might like to read and report on books like Asimov's Is Anyone There? 7. Students could work in groups to design a city of the future either in space or in the ocean that would be adequate to meet standard "city" needs, i.e., a place where people work, play, and sleep for indefinite periods of time. A degree of technical understanding would be required for such a design, but it need not be stressed to the point of paralyzing imaginations. 8. In Future Shock, Toffler writes of a suggestion made by Dr. Hafez (biologist at Washington State University) that, since it is so expensive to lift heavy weights and send them soaring into space, it would be a good idea to " ... ship a shoebox full of (human egg) cells and grow them into an entire city-size population of humans ... in the care of a competent biologist ... We miniaturize other spacecraft components. Why not the passengers?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. (cont.)	(cont.)	A panel discussion of this idea could be effective seeking answers as to: a. the "humanity" of the proposal, b. the kinds of embryos to send (in terms of genetic structure, c. the character of the biologist, d. and, of course, whether they believe such a proposal could be seriously carried out. 9. Have students write an essay in which they attempt to justify continued exploration of space or, write a denunciation of space exploration. A discussion or debate to these points might substitute for the written assignment. Resources: (Books and magazines) Space: The Promise of Space. (Clarke) Where the Winds Sleep. (Ruzic) The Exploration of the Solar System. (Godwin) "New Life Possible on Jupiter, Say Biologists, Astronomers" National Geographic Society Is Anyone There? (Asimov) Ocean: The Mineral Resources of the Sea. (Mero) Pacem in Maribus: Ocean Enterprises. (Burnell) "Aquaculture" Science. "Law of the Seabed" (Hinkin) American Journal of International Law. "Oceanography: A World of Plenty". Magazine of Wall Street.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Films: Frontiers in Space and Under Sea (filmstrip) Exploring the Universe Life on Other Planets Satellites: Stepping Stones to Space Study Prints: Oceanography (includes "structure and terrain of ocean floor; zones of the sea and the relation to climate; life in the sea; resources, etc.") Research Topics/Titles ... some suggestions: Vacationing in Space (and/or the Ocean) The Morality of Continued Space Exploration The Likelihood of Continued Space Exploration Aquaculture: The Answer to Starvation Natural Resources in the Ocean The Communications Satellite and the Global Village Extraterrestial Life: Myth or Reality? Underseas Farming and Fishing Prospects for Large-Scale Desalinization The Dolphin Talks Back The Space Race: A Defense (or an Attack)

GOAL 7: THE STUDENTS WILL PREDICT SOME ALTERNATIVE FUTURES FOR THE FAMILY IN CENTURY 21.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. REALISTIC PREDICTIONS ABOUT ALTERNATIVE FUTURES FOR THE FAMILY REQUIRE THAT STUDENTS BE ACQUAINTED WITH SOME CONTEMPORARY TRENDS IN FAMILIAL PATTERNS. Note: To supplement or substitute for the activities in this goal, SRSS with Allyn and Bacon has produced several episodes: Family Form and Social Setting, Roles of Modern Women, and Divorce in the United States.	The student will predict some alternative futures for the family in Century 21.	1. Discuss the evolution of family relations in America from its Puritan heritage to the present time. Compare some of the attitudes of other cultures, both western and non-western. Define terms such as nuclear and extended family patterns. Some of the areas for discussion might include: a. re-defining roles of males and females in the family. b. equality of women and how it affects traditional concepts of employment, chivalry, etc. c. motherhood mystique changing radically resulting in new attitudes towards parenthood, children, "natural" motherly "instinct", etc. d. multiplicity of family-type groups. 2. After doing some reading on communal groups, past and present, (See: Brook Farm (Codman), Backwoods Utopias (Bestor), Walden Two, (Skinner), discuss the choice of communal living as one possible alternative to the nuclear family. Some questions: a. Does this offer a satisfactory return to the relative security of the extended family? Why? Why not? b. How does this life style compare with the actuality of current streamlined, sophisticated, mobile man? c. What are the costs in terms of the individual? How much of himself does he owe to the group? How can he retain his identity in such a situation? d. What would be an ideal situation for people to live in--either now or in the future? 3. View the film Modern Women: The Uneasy Life and discuss the problems of a woman who is educated to join a profession in a culture like ours. What are the dilemmas she is faced with? Why do they exist? What is "woman's place?" What will be her place in Century 21?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. (cont.)	(cont.)	4. Students read selected sections from Fenton's chapter "Coming of Age in America" (Introduction to the Behavioral Sciences), particularly page 49+ "The Intertwined Roots of Human Behavior" for realization of the multiple forces that shape the individual. The questions preceding each reading are excellent and can be used for triggering discussions on every aspect of the child in America. Discussion of the Kibbutz as one possible answer to structuring familial patterns is described starting on page 171. 5. Panel discussion on Women's Lib could be very enlightening if students do some advance research and studiously maintain their objectivity. If, however, they use this as an opportunity to air personal grievances, it could be less useful. 6. Since so many people confuse biological and cultural bases of human behavior, it might be a good idea to have students discuss the "nature" of the male and female prior to teacher explanations of either sex. Students might list, individually, what they consider to be typical male, and typical female behavior characteristics. (Five traits for each, minimum) Having done this, there could be a group discussion, comparing lists and arriving at a consensus of what is essentially male behavior and what is essentially female. The teacher could then ask which of the traits are attributable to biological differences, and which are cultural. (Students interested in pursuing this further will find many fascinating anthropological studies in the library.) 7. Discuss the care of children in the future. If the nuclear family continues, will there be great national nurseries to care for the young? Will most children remain at home until school age? If communes predominate,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. (cont.)	(cont.)	what would be the optimum methods of rearing the young? Will children attend schools? Be taught at home by television or other electronic devices such as teaching machines? What would be an ideal education for twenty-first century children? (in terms of content as well as method) Resources (Books, Magazines) Male and Female (Mead). See especially Part Two: "The Ways of the Body." Man in Process (Montagu) See especially Chapter 16: "Is Sexual Behavior Culturally or Biologically Determined?" Proposition 31 (Rimmer) Describes how two conventional American families might merge into a single super-family. "Marriage the New Natural Way" Look "Communes: The Alternative Life Style" Saturday Review "The American Family" Look (Contains a series of articles ranging from Women's Lib to "The Young Unmarrieds") Education and Ecstasy (Leonard) Family Form and Social Setting (SRSS) Roles of Modern Women (SRSS) Divorce in the United States (SRSS) Student Resource: Introduction to the Behavioral Sciences (Fenton). See especially Chapter 2 "Coming of Age in America", and Chapter 4, Part 31 "The Kibbutz: Search for Community" and "The Nature of a Kibbutz."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Films: Modern Women: The Uneasy Life Child Care of the Future: How Might He Learn? Child Welfare in Sweden USSR Family (Life on a Collective Farm) Research Topics/Titles ... some suggestions: Changing Patterns of Male-Female Behavior Romantic Love: Fadeout Comparative Child Care: United States and the Soviet Union (or any other country that interests the student) The Wisdom of Temporary Marriage Marriage: Century 21 The National Nursery: Good or Bad? Male-Female: Vive le Difference C. 21? The Kibbutz Is (or Is Not) a Success The Future of Monogamous Marriage Educating the Child in Century 21

GOAL 8: THE STUDENTS WILL, HAVING BEEN APPRISED OF THE PROBLEMS INVOLVED IN THE DEVELOPMENT OF AN INTERNATIONALLY ORIENTED GOVERNING BODY, CRITICALLY DISCUSS THE CONCEPT OF WORLD GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIII. THERE ARE POWERFUL OBSTACLES INHIBITING THE FORMATION OF A WORLD GOVERNMENT--OBSTACLES EQUALLED ONLY BY THE AWESOME CONSEQUENCES OF FAILURE TO RECOGNIZE --AND ACT ON THE DEVELOPMENT OF SUCH A GOVERNING BODY.	Having been apprised of the problems involved in the development of an internationally oriented governing body, the student will critically discuss the concept of world government.	1. Have students read sections in the state adopted text, World Order, particularly the exercises that discuss war and other means of conflict resolution. Discuss wars of the past with their relatively limited destructive power and compare them to the contemporary possibilities of global destruction. 2. Show films such as H-Bomb Over U.S. or 1,000 Cranes: The Children of Hiroshima to point out, vividly, what a third world war can mean. Invite discussion of ways that such an ultimate horror can be avoided. 3. Discuss some of the barriers inhibiting the kind of cooperation that might lead to the formation of an effective world government. For example, consider: a. imperialism/colonialism b. historical enmities c. absolute national sovereignty Discuss also some of the efforts that have been made towards the creation of internationally represented organizations such as the League of Nations, the United Nations, and the various cooperative organizations for specific purposes: economic, medical, social, etc. How successful have they been? What has kept them from total success? What might be done to increase their efficacy? 4. Discuss the development of the nation-state through history, including how it was, at one time, a very useful tool for unifying groups of men. Explain also, that however useful a framework may be at one point in time, it may well become obsolete at a later date. How useful is the nation-state today? In what ways does it

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIII. (cont.)	(cont.)	contribute to the global village concept? In what ways does it impede global unity? What modifications are needed? Should they be made? What would the results be? Are they worth it? Why? Why not? 5. Show films like Exchange of Words (about an encounter between American and Polish students), Too Young To Hate (experiment in the Children's International Summer Villages, Inc. with children from many lands) and discuss the attitudes and accomplishments of such experiments in human cooperation on an international level. 6. Read to the class from the Universal Declaration of Human Rights prepared by the United Nations in 1948 and/or read from UNESCO's Constitution of 1946. Invite discussion of the principles set forth. How realistic are they? What kinds of changes would you make in them? Are they outdated? Are they still applicable? Is it possible to "live by them"? Why? Why not? 7. Invite a speaker from a foreign country to discuss how he and his countrymen would conceive of a world government. Some possible questions: Do they think a world government a good idea? What is their conception of such a government? What kinds of compromises would be necessary for the citizens under such a government? Compare the differences between the visitor's ideas and the students': Are they deep or are they superficial? How possible would it be to reach consensus? 8. Discuss the nationalism evidenced by long-standing states and compare it with the emerging nationalism of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIII. (cont.)	(cont.)	newly developing countries. Read sections of The Rise of Nationalism: Freedom Regained, Unit V (Through African Eyes series). 9. Read Exercise 3, World Order and discuss the systems of world government offered. Which of these do you favor? Why? Would combinations of these be more acceptable? What combinations? Students might work together to prepare the kind of world model that seems to them to combine the best possible alternatives for the future. They should consider questions of leadership, freedom and control, production and distribution, regulations and enforcement, limits of power, individual rights and responsibilities, etc. Resources: (Books and magazines) Foundation for World Order (Hutchins) Pacem in Terris (Reed) Human Behavior and International Politics (Singer) Education Between Two Worlds (Meiklejohn) The Logic of Images in International Relations (Jervis) "The Court of Man" (Gottlieb) Center Magazine "Last Days of the Superpowers" (Borgese) Center Magazine Films: 1000 Cranes: The Children of Hiroshima Biological Effects of Nuclear Radiation Flatland (animated cartoon on ethnocentrism) Exchange of Words World Without End Too Young to Hate H-Bomb Over U.S. (written and directed by George Zabriskie) Nationalism

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Student texts:

World Order
The Rise of Nationalism: Freedom Regained Unit V

Research Topics/Titles ... some suggestions:

The United Nations Is (or Is Not) the Answer
Developing Global Perspective
Thermonuclear War: One Alternative to World Peace
World Government: Some Frameworks
The Electronic Media and World Government
Psychological Reactions for Fear
Compromises Must (or Cannot) be Made
Other Countries Consider World Government
Policing the Global Village
A Court of Law for One World
Production and Distribution in the Global Village
UNESCO and the Third World
A History of National Sovereignty

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:
None

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Textual (State Adopted*)

* Clark, Leon E., ed. Coming of Age in Africa: Continuity and Change. Unit I. Through African Eyes: Cultures in Change. New York: Frederick A. Praeger, Publishers, 1970.

* _____ From Tribe to Town: Problems of Adjustment. Unit II. Through African Eyes: Cultures In Change. New York: Frederick A. Praeger, Publishers, 1970.

* _____ The Rise of Nationalism: Freedom Regained, Unit V. Through African Eyes: Cultures in Change. New York: Frederick A. Praeger, Publishers, 1970.

* Fenton, Edwin., gen. ed. Introduction to the Behavioral Sciences: An Inquiry Approach. Holt Social Studies Curriculum. New York: Holt, Rinehart and Winston, Inc., 1969.

* Massialas, Byron G. and Zevin, Jack. Cultural Exchange. World History Through Inquiry. Chicago: Rand McNally & Company, 1970.

* _____ World Order. World History Through Inquiry. Chicago: Rand McNally & Company, 1970.

* Michaelis, John U. and McKeown, Robin J., coordinators. Cultural Patterns in Asian Life. Asian Studies Inquiry Program. San Francisco: Field Educational Publications, Inc., 1969.

* _____ Man and Woman in Asia. Asian Studies Inquiry Program. San Francisco: Field Educational Publications, Inc., 1969.

Sociological Resources for the Social Studies. Divorce in the United States. Boston: Allyn and Bacon, scheduled 1972.

_____ Family Form and Social Setting. Boston: Allyn and Bacon, 1971.

_____ Roles of Modern Women. Boston: Allyn and Bacon, scheduled 1972.

B. Audio-Visual:

Appalachia: Rich Land, Poor People, Parts I and II. University of Kansas. Each part runs 27 minutes. (rental)

Automania 2000. 10 min. Code 406094. Contemporary Films/McGraw-Hill. (Rental)

Automation: Promise or Threat. (filmstrip) 20 min. Guidance Associates. No. N-400-802. 1 record, 1 filmstrip.

MATERIALS: (cont.)

B. (cont.)

Biological Effects of Nuclear Radiation. 8mm color film, 4 min. No. 75-0280. Demco.
Black Rabbits and White Rabbits: An Allegory. (cartoon filmstrip) No. 305. Warren Schloat Productions, Inc.
Chairy Tale, A. (b/w) 10 min. McGraw-Hill/Contemporary Films.
Child of the Future: How Might He Learn. Parts I & II. (county film) Part I - No. 30091, Part II - No. 30092.
Child Welfare in Sweden. (county film) 11 min. No. 1-04701.
Cities, U.S.A. (filmstrip) 17 min. 1 filmstrip, 1 record. No. N-403-608. Guidance Associates.
City and the Future, The. (county film) 16 min. No. 1-31223.
Communications Model, A. 16mm, 30 min. (Rental) Indiana University
DNA: Molecule of Heredity, (county film) 16 min. No. 1-11078.
Earth, The: Resources in its Crust. (county) 11 min. No. 1-02157.
Economic Development in Africa. (filmstrip) No. 76-6042. Demco.
Exchange of Words. 28 min. No. RA-101. (Rental) ccm.
Experience as Give and Take. 16mm, 30 min. (Rental) Indiana University.
Exploring the Universe. 11 min. (county) No. 1-01516.
Flatland. 12 min. cartoon. McGraw-Hill/Contemporary Films.
Frontiers in Space and Under the Sea. (filmstrip) 21 min. 1 filmstrip, 1 record. No. N-406-809. Guidance Associates.
Future of Transportation, The. (cassette) World Future Society.
Genetics: Improving Plants and Animals. (county) 14 min. No. 1-11050.
H-Bomb Over U. S. 10 min. (Rental) No. 7-1121-501-4. ccm.
Life on Other Planets. (county) 38 min. No. 1-30617.
Machine: Master or Slave. 14 min. (county) No. 1-13065.
Megalopolis: Cradle of the Future. 22 min. (county) No. 1-10122.
Modern Woman: The Uneasy Life. 16mm, 60 min. (Rental) No. CS-1750. Indiana University.
Music of Other Lands (records from the Listening Library, including many more than are listed below.)

African Tribal Music and Dances	FM5
Australian Folk Songs	FM9
Dutch Folk Songs	FM60
Songs of Israel	FM63
Music of Arabia	FM92
Chinese Folk Songs	FM100
Best Folk Songs of Japan	FM102
Sitar Music of India	FM106
Russian Folk Songs	FM115
Scandinavian Folk Songs	FM118
National Anthems of the World (includes 19 countries)	FM137

MATERIALS: (Cont.)

B. (Cont.)

Nationalism (county) 20 min. No. 1-10133.
Oceanography (study prints in color - 36 prints) No. 79-0020 for the complete series, booklets, reference sheets, text reprints: Demco.
Our Shrinking World. 15 min. No. R-5550 for reel-to-reel tapes, or C-5550 for cassette tapes. Wollensak Teaching Tapes.
1,000 Cranes: The Children of Hiroshima, 24 min. No. 9-4000-080-6. (Rental) ccm.
People Problem, The (filmstrip) Parts I and II 14 minutes each. 2 filmstrips, 2 records No. N-416-329. Guidance Associates.
Satellites: Stepping Stones to Space. (county) 18 min. No. 1-11447.
Small World. 11 min. No. 408067. (Rental) Contemporary Films/McGraw-Hill.
Solar Energy (county) 23 min. No. 1-10661.
Task of the Listener, The. 16 mm, 30 min. (Rental) Indiana University.
"Thinking" Machines. (county) 19 min. No. 1-11470.
This is Marshall McLuhan: The Medium is the Massage. 53 min. (Rental) University of Kansas.
Too Young to Hate. 26 min. No. BS-803. (Rental) ccm.
Unconscious Motivation. 38 min. No. DE-146. (Rental) ccm.
Treasury of Human Genes, The. (county) 28 min. No. 1-30418.
Upsurge of Nationalism, The. 26 min. (Rental) No. 633551. Contemporary/McGraw-Hill.
USSR Family (Life on a Collective Farm). (county) 20 min. No. 1-13359.
Visit to a Small Village. 12 min. No. TU-108. (Rental) ccm.
Wargames. 19 min. No. 7-1086-501-5. (Rental) ccm.
What Holds People Together? 16mm, 30 min. (Rental) Indiana University.
Where Are We Going? 29 min. No. CS-1971. (Rental) Indiana University.
Why Do People Misunderstand Each Other? 16 mm, 30 min. (Rental) Indiana University.
World Without End. 45 min. No. 7-1111-501-X. (Rental) (Made for UNESCO) ccm.

Other:

Blacks & Whites. Game No. 105. Includes game board, play money, etc. Ghetto game produced by Psychology Today.

MATERIALS: (cont.)

SOURCES:

CCM Films, Inc.
866 Third Avenue
New York, N. Y. 10022

Demco Educational Corp.
Box 1488
Madison, Wisconsin 53701

Guidance Associates
Pleasantville, New York 10570

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Listening Library
1 Park Avenue
Old Greenwich, Conn. 06870

McGraw-Hill Contemporary Film Rental Offices
330 West 42 Street
New York, N. Y. 10036

Psychology Today Games
P.O. Box 4762
Clinton, Iowa 52732

University of Kansas
Bureau of Visual Instruction
Room 6, Bailey Hall
Lawrence, Kansas 66044

World Future Society
Audio Committee
P.O. Box 19285
Twentieth Street Station
Washington, D. C. 20036

MATERIALS: (cont.)

III. TEACHER RESOURCES:

(Note: Many of the books and periodicals listed below may be useful to students as well as teachers for references when preparing research papers.)

"Aquaculture". Science 9/13/68:1098-1106.

Asimov, Isaac. Is Anyone There? New York: Ace Paperbacks, 1969.

"Body, The: From Baby Hatcheries to 'Xeroxing' Human Beings". Time Vol. VII, No. 16. 4/19/71:37-38.

Gorgese, Elizabeth Mann. "The Future of International Organizations: Last Days of the Superpowers". The Center Magazine Vol. III, No. 4. 7/70:2-7.

Brickman, William W. and Lehrer, Stanley, eds. Automation, Education and Human Values. New York: School and Society Books, 1966.

Brookes, Robert R. "People Versus Food". Saturday Review Vol. LIII, No. 36. 9/5/70:10-14

Burnell, Elaine H. and Simson, Piers von, eds. "Pacem in Maribus: Ocean Enterprises". The Center Magazine Vol. II, No. 4. 6/70.

Calder, Nigel. The Mind of Man. New York: The Viking Press, Ind., 1971.

"Cell, The: Unraveling the Double Helix and the Secret of Life". Time Vol. VII, No. 16. 4/19/71:34-37.

Chase, Stuart. "Headlines for One World". Saturday Review Vol. LIII, No. 5. 2/3/70:17-19.

Citizen's Board of Inquiry into Hunger and Malnutrition in the United States. Hunger, U.S.A. Boston: Beacon Press, 1971.

Clarke, Arthur C. Profiles of the Future: An Inquiry into the Limits of the Possible. New York: Harper and Row Publishers, 1958.

_____. The Promise of Space. New York: Harper and Row Publishers, 1968.

Coffin, Patricia. "The American Family". Look Vol. 35, No. 2, 1/26/71:21-22.

Collier, Bernard Law. "brain Power: The Case for Bio-Feedback Training". Saturday Review. Vol. LIV, No. 15. 4/10/71:10-13.

Commoner, Barry. Science and Survival. New York: The Viking Press, 1963.

Cutler, Donald R. ed. Updating Life and Death. Boston: Beacon Press, 1970

deGrazia, Sebastian. Of Time, Work, and Leisure. New York, 1964.

deJouvenel, Bertrand. The Art of Conjecture. New York: Basic Books, Inc., 1967.

Derry, T. K. and Williams, Trevor I., A Short History of Technology. New York: Oxford University Press, 1961.

Diebold, John. Man and the Computer: Technology as an Agent of Social Change. New York: Frederick A. Praeger, 1969.

Drucker, Peter F. The Age of Discontinuity: Guidelines to Our Changing Society. New York: Harper and Row Publishers, 1968.

MATERIALS: (cont.)

III. (cont.)

Durfee, David A. Poverty in an Affluent Society: Personal Problem or National Disgrace? Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Ettinger, Robert C. W. The Prospect of Immortality. New York: Macfadden-Bartell, 1964.

Fanning, Odom "The Environment Boom". Saturday Review Vol. LIV, No. 18. 5/1/71:60.

Ferkiss, Victor C. Technological Man: The Myth and the Reality. New York: A Mentor Book, 1969.

Fletcher, Joseph. Morals and Medicine. Boston: Beacon Press, 1971.

Funk and Wagnalls, ed. The Standard Dictionary of Folklore. Two Volumes. New York: Funk and Wagnalls Company, 1949.

Godwin, Felix. The Exploration of the Solar System. London: Chapman and Hall, 1960.

Gottlieb, Gerald H. "The Court of Man". The Center Magazine Vol. 11, No. 1. 1/69:21-31.

Grossman, Edward. "The Obsolescent Mother". The Atlantic Vol. 227, No. 5. 5/71:39-50.

Hall, Edward T. The Silent Language. Garden City, New York: Doubleday & Co., Inc. 1959.

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